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ABSTRACT

This fourth in a series of five learning modules on guidance is designed to give secondary and postsecondary vocational teachers help in developing the skills which will enable them to plan and present activities which provide students with adequate information on educational and career opportunities. The terminal objective for the module is to provide information on educational and career opportunities in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz and model answers, presentation checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on guidance are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

ED149112

MODULE

F-4

Provide Information on Educational and Career Opportunities

MODULE F-4 OF CATEGORY F—GUIDANCE
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 348

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS

Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Before entering the world of work, students must make a number of career-related decisions relative to vocational programs, full-time employment, and/or further education or training. Even students who are already enrolled in vocational programs or have made primary career-related decisions will be trying to determine if these choices were good ones. They will want to know what specific occupation or further training they may need to consider following graduation.

To make these career-related decisions, students need to be provided with sound educational and occupational information. Because vocational teachers possess expertise in their occupational specialties and work closely with their vocational students, they are in a unique position to provide students with the information they need to make these decisions.

There are many activities which you can use in the classroom to present educational and career information to students. Individual projects, job simulation activities, and presentations by resource people from business, industry, etc., are examples of the types of activities which can assist students in gathering the information they need.

There are many school-wide activities such as career days and/or college nights that are a good means of presenting educational and occupational materials. Although you may not assume the major responsibility for presenting activities school-wide, you can assist in the planning, organization, and promotion of such events.

In order to present adequate, accurate, and interesting educational and occupational information, careful planning is essential. This module is designed to assist you in developing the skills which will enable you to plan and present activities which provide students with adequate information on educational and career opportunities.

ABOUT THIS MODULE

Objectives

[redacted] in an actual school situation, provide information on educational and career opportunities. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 38–40 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the techniques and procedures involved in providing students with educational and career information (*Learning Experience I*).
2. In a simulated classroom or laboratory situation, provide information on educational and career opportunities (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Hoppock, Robert. *Occupational Information: Where to Get It and How to Use It in Counseling and in Teaching*. Fourth Edition. New York, NY: McGraw-Hill Book Company, 1977.

Resources (e.g., publishers' catalogues, libraries, etc.) to use in becoming familiar with available materials containing educational and career information.

Learning Experience II

Required

2–5 peers to role-play students to whom you are presenting a lesson on educational and career opportunities, and to critique your performance in providing information. If peers are unavailable, you may present your lesson to your *resource person.*

Optional

A resource person to review the adequacy of your lesson plan.

Videotape equipment for taping, viewing, and self-evaluating your presentation.

Learning Experience III

Required

An actual school situation in which you can provide information on educational and career opportunities.

A resource person to assess your competency in providing information on educational and career opportunities.

This module covers performance element numbers 212, 213, 222, 230, 231 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

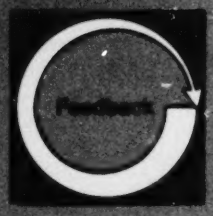
After completing the required reading, demonstrate knowledge of the techniques and procedures involved in providing students with educational and career information.

You will be reading the information sheet, Providing Students with Educational and Career Information, pp. 8–14.

You may wish to refer to the supplementary reference, Hoppock, *Occupational Information: Where to Get It and How to Use It in Counselling and in Teaching*, Fourth Edition.

You may wish to check local libraries or send for publishers' catalogues in order to become familiar with available materials and audiovisual aids for presenting career information.

You will be demonstrating knowledge of the techniques and procedures involved in providing students with educational and career information by completing the Self-Check, pp. 15–17.



You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 19.

Activity

For information on selecting and locating career information to present to students, and on planning and presenting that information, read the following information sheet.

PROVIDING STUDENTS WITH EDUCATIONAL AND CAREER INFORMATION

When students enroll in a particular vocational program, they have made one kind of vocational choice. However, before they make further (perhaps final) decisions regarding the route they wish to travel after leaving school, they need more information on careers and career opportunities.

A career usually embraces more than one occupation or one given job. All of a person's work experiences within a given occupation make up that person's career. For example, a person's "career" in electronics could involve (1) two years' experience working with radar in the U.S. Navy; (2) three years' experience working as an assistant in a small T.V. repair shop; (3) ten years working for a major television manufacturer designing T.V. sets; and (4) ten years as owner of a T.V. repair shop. Students need adequate information not only on the kinds of occupations that may be of interest to them, but also on the kinds of educational and work experiences that will help them reach their long-range career goals.

As a result of their training, experience, and close contact with students, vocational teachers are in an especially good position to provide students with the educational and career information they need to make sound career decisions. In addition to training students in the knowledge, skills, and attitudes essential for beginning employment

or advanced training, you, as a vocational teacher, should also provide students with the following.

- information about occupations for which graduates of the vocational program can qualify upon graduation
- information about higher level occupations requiring further training or experience after graduation
- information about opportunities available for further education or specialized training
- information concerning the labor market and current and projected manpower needs
- opportunities to develop the skills they need in order to gather and evaluate further educational and career information on their own

Selecting Careers to Present

Merely exposing students to large amounts of educational and career information can overwhelm and confuse them. Therefore, it is important to be selective in the information you present. In order to select wisely, you need to be aware of the educational/career information which is available, and familiar with the career goals of your students. In addition, you need to consider what career information the students already possess in order to determine what additional information they need. By using information you have gathered through the many sources available to you, you can discover the **broad** career interests common

to all your students. This information can be gathered through the use of formal data-collection techniques[1] (e.g., cumulative records, student autobiographies, anecdotal records, standardized tests, sociograms, or case studies), informal personal contacts,[2] home visits, conferences,[3] and classroom interaction.

In limiting your selection according to student interests, however, you need to be careful not to draw these limits too narrowly. The point of presenting this information is to **increase** students' awareness of the numerous options available to them. This means going beyond their present occupational interests. For example, the majority of your automotive students may presently indicate an interest in working in service stations. This does not mean that you should present information relating only to the work options available in a service station. Rather, you should present that information as well as information regarding other work opportunities involving related skills and interests.

These other opportunities may be those which are at the **same level** as service station attendant which involve similar skills, or they may be those which involve **higher level** skills or more advanced training than the job of service station attendant. In essence, you are saying to students, "If you train to be a service station attendant, these are some other jobs for which you will be qualified. Furthermore, this training can serve as a basis for further training or education which will qualify you for jobs which are higher up on the career ladder."

A career ladder is a way of categorizing the occupational steps within a profession from the jobs requiring the least training and involving the least responsibility and pay to those jobs requiring and involving the most. A graphic representation of a career ladder from the field of dental health services is shown in Figure 1.

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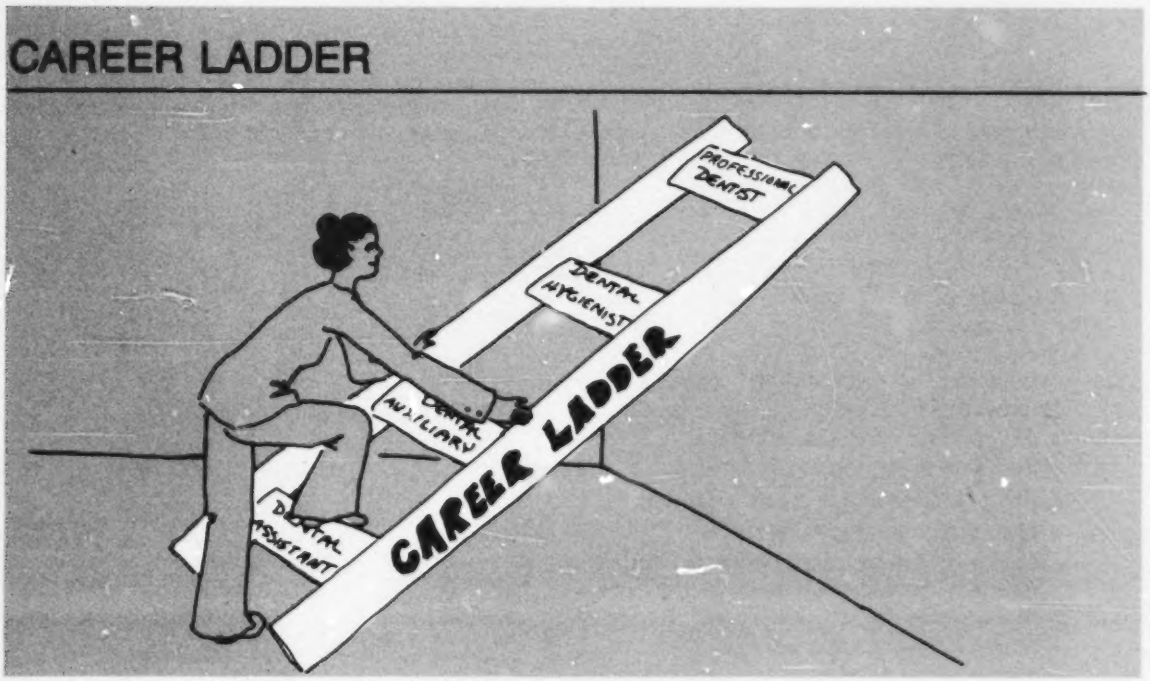
1. To gain skill in obtaining data using formal data-collection techniques, you may wish to refer to Module F–1, *Gather Student Data Using Formal Data-Collection Techniques.*
2. To gain skill in obtaining data through personal contacts, you may wish to refer to Module F–2, *Gather Student Data through Personal Contacts.*
3. To gain skill in conducting student conferences, you may wish to refer to Module F–3, *Use Conferences to Help Meet Student Needs.*

FIGURE 1



General Occupational Data

General information about the labor market and current and projected manpower needs can be obtained from reports compiled by school, community, and government officials. If your school or school district has conducted a community survey recently, such a survey will contain excellent data on the current and projected job openings in the local area. In addition, each state's state plan for vocational education contains data on employment opportunities within the state. The local chamber of commerce may have gathered similar data.

Government agencies, such as the U.S. Employment Service, the U.S. Department of Labor, and the state employment service, generally gather data on state and national manpower and labor trends on a regular basis. Union officials and manufacturing or business organizations may also have data of this kind available. By checking these sources, you can determine the occupations in which there will be the most demand for workers when your students are entering the labor market.

It is important that you have accurate information in this area available for your students so they can make wise training and preparation decisions. For example, if a student has planned to train for a particular occupation for which there will be few jobs in the near future, that student needs to be aware of that fact.

Specific Occupational Data

In addition to general information about occupational opportunities, you need to gather information about the specific occupational areas you have decided to cover with your students. The following kinds of information are needed.

- name of the occupation
- description of the kinds of tasks involved in the occupation
- qualifications:
  - training or vocational preparation needed
  - educational preparation needed
  - experience required
  - examinations which must be taken
  - union membership required
  - worker traits desired (abilities, attitudes, interests, physical conditions, temperament, etc.)
  - apprenticeship required
- other occupations requiring similar qualifications and skills

There are many sources for this type of information. One source is the personal knowledge you have gained through your own education, training, and experience. Textbooks such as *Career Guidance: An Individual Developmental Approach*[4] can provide you with background information on career planning and theories.

Standard reference works such as the *Dictionary of Occupational Titles* (DOT)[5] and the *Occupational Outlook Handbook*[6] and the two-volume *Encyclopedia of Careers*[7] provide information about a wide range of jobs. This information includes job descriptions, qualifications needed, and education and training requirements.

Existing occupational analyses such as the occupational catalogues of performance objectives produced by the Vocational-Technical Education Consortium of States (V-TECS) are another source of occupational information. V-TECS catalogues are available to teachers in the thirteen member states through the Bureau of Vocational Education in their state departments of education. Such analyses provide detailed information concerning the tasks involved in each given occupation.

People are also an excellent source. Other vocational teachers, union officials, employers and employees in local businesses and industries, guidance staff, and state department officials can usually provide you with a broad range of information about specific occupations.

4. K. Norman Severinsen, *Career Guidance: An Individual Developmental Approach* (Columbus, OH: Charles E. Merrill Publishing Co., 1973).
5. U.S. Department of Labor, Bureau of Employment Security, *Dictionary of Occupational Titles*, Volumes I and II, 1965. (NOTE: Updated editions of the DOT are published periodically.)
6. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, Bulletin 1700, Current Edition.
7. *Encyclopedia of Careers* (New York, NY: Doubleday and Co., Inc., 1967).

Education/Training Opportunities

Once you have established the educational and/or training requirements for the occupations or occupational areas to be covered, you need to determine the opportunities which exist to meet those requirements. Two resources which give detailed information on educational programs are *Lovejoy's College Guide*[8] and *Ferguson's Guide to Two-Year College Programs*.[9]

These references provide listings of various institutions offering four-year and two-year programs and give descriptions of the programs offered by each institution. Guidance personnel and government manpower training offices can also provide information in this area.

More detailed information on the programs offered by specific colleges, technical schools, or other training institutions is usually available in catalogues put out by each individual educational or training institution. Such catalogues may be available in the guidance office or in the school library. If not, or if you need catalogues from additional institutions, they are generally available from the institution without charge.

Most catalogues will contain general information about the school, and specific information about the school's academic and graduation requirements, program offerings, and course offerings. Since this information may change somewhat each year, most institutions produce a new catalogue annually. Thus, it is important to be sure the catalogues you use are up to date.

8. Clarence E. Lovejoy, *Lovejoy's College Guide*, Thirteenth Edition (New York, NY: Simon and Schuster, 1976.
9. *Ferguson's Guide to Two-Year College Programs* (New York, NY: Doubleday and Co., Inc., 1971).

Classroom Materials

Students can certainly use some of the reference materials and reports mentioned previously. However, there are additional materials you can obtain to use in providing students with information on educational and career opportunities. Nearly every publishing house now produces materials on various careers and different approaches to presenting educational and occupational activities (e.g., files, booklets, kits, and texts). Science Research Associates (SRA), for example, publishes *Job Series Booklets*[10] which describe careers in various fields. SRA also publishes *Widening Occupational Roles Kit*,[11] which includes information sheets on over 300 occupations, for use by students in investigating their interests and needs.

Career biographies such as *J. C. Penney, Merchant Prince*,[12] *Charles F. Kettering: Inventor and Idealist*,[13] *William L. McKnight, Industrialist*,[14] and *William Powell Lear, Creative Design and Inventor*,[15] are also published by these firms. These books can stimulate a student's interests in a particular career area while also offering information on the life of the person described in the biography.

Various audiovisual materials such as career awareness films and filmstrips are available from such companies as the Learning Resources Company in Florida and Guidance Associates in New York City. Finally, there are simulation and gaming devices available in the area of career awareness, such as the *Life Career Game*.[16]

Many of these materials may be available in your own school or community. By checking with the school's guidance office, the school media center, the school and town library, and the district curriculum center, you may find many relevant materials. In addition, you may check publisher's catalogues to see what other materials are available. In some cases, you may find that a film or record listed in a catalogue is available on a rental basis from a local or regional audiovisual distributor.

10. *Job Series Booklets* (Chicago, IL: Science Research Associates, 1975).
11. *Widening Occupational Roles Kit* (Chicago, IL: Science Research Associates, 1973).
12. Beatrice Plumb, *J. C. Penney, Merchant Prince* (Minneapolis, MN: T. S. Denison & Company, Inc., 1963).
13. Gladys Zehnpfennig, *Charles F. Kettering: Inventor and Idealist* (Minneapolis, MN: T. S. Denison & Company, Inc., 1962).
14. Mildred Houghton Comfort, *William L. McKnight, Industrialist* (Minneapolis, MN: T. S. Denison & Company, Inc., 1962).
15. L. E. Leipold, *William Powell Lear, Creative Design and Inventor* (Minneapolis, MN: T. S. Denison & Company, Inc., 1967).
16. Sarane S. Boocock, *Life Career Game* (New York, NY: Western Publishing Co., 1968).

Films may also be available from businesses and industries, their related professional organizations, or federal agencies. Since these are usually promotional films, you can often find them listed in the *Educators Guide to Free Films*.[17] This guide lists films that illustrate many different careers and often highlights films that address career decision-making in general.

Another classroom aid is the newspaper. Students can use the classified pages to familiarize themselves with occupational opportunities available locally. They can survey how frequently ads appear in their area of occupational interest, and

they can see what qualifications are listed in these ads. This can give them a very realistic view of the local labor market.

One final classroom aid that should not be overlooked is the use of human resources. Persons employed by the local offices of state and federal employment services may be willing to speak to students about job trends. Other teachers and guidance personnel in the school can speak to students about particular careers or educational and training opportunities.

Persons associated with local organizations (e.g., chamber of commerce, retail merchants associations, central labor union council), with local businesses and industries (both employers and employees), and with local educational or training institutions also can be used as guest speakers. These people can provide students with valuable career and educational information from their own personal expertise and experience.

17. *Educators Guide to Free Films* (Randolf, WI: Educators Progress Service, Inc., published annually).

Evaluating Materials

Before using any informational material, you need to make certain the material is unbiased, up to date, and contains accurate information. The following points should be considered.

Is the material up to date?—College bulletins go out of date annually. Job descriptions should be carefully checked if they are more than four or five years old. Labor market information changes constantly. Guest speakers may possess outmoded data or information.

Is the material unbiased and accurate?—Information needs to be checked for biases or stereotyping, incomplete or inaccurate data, recruiting rather than informing, and misleading generalizations. For example, a film may show **only** white males working in a particular occupation.

Or, a film or pamphlet produced by a major car manufacturer may be unsatisfactory because of its corporate point of view. Such films are often designed to sell a product or to create good public relations. Thus, the material is slanted to show only the assets and none of the liabilities.

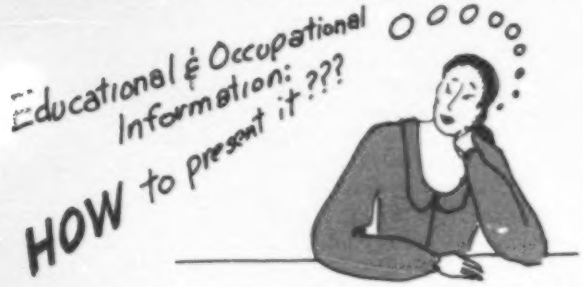
The way the material is organized may also tend to portray a misleading picture of reality. Or, a speaker may relate only the advantages of his or her occupation, rather than presenting both the advantages and disadvantages.

Another point to consider in evaluating the material is the **level of your students.** It is not enough to select materials only according to your students' stated career goals and occupational interests. If students are going to use the materials, you

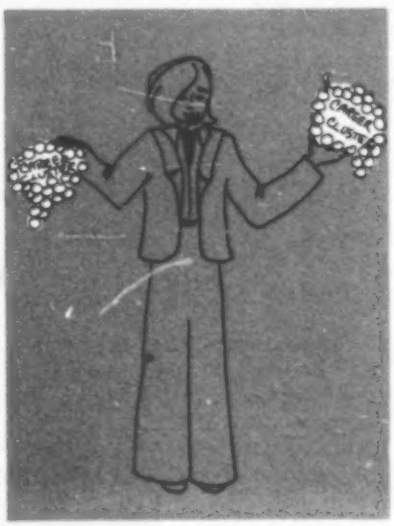
need to make sure that any materials you select are appropriate for students' comprehension and reading levels.

Planning and Presenting Information

Once you have identified your students' needs and interests, the information they already possess, informational sources and materials, and available classroom aids, you are ready to begin planning how to present educational and occupational information to your students. There is no one right way to present this information. An effective teacher will use a variety of techniques and materials in order to stimulate student interest. The important thing is that the planned activities should be a regular part of the classroom routine, not just isolated events dropped into the program as opportunity allows or student demands dictate.



Before you present information to students on actual occupational and educational opportunities, you need to ensure that **they are aware** of their own occupational interests and preferences. One way students can investigate their career interests is by using one of the vocational career theories.

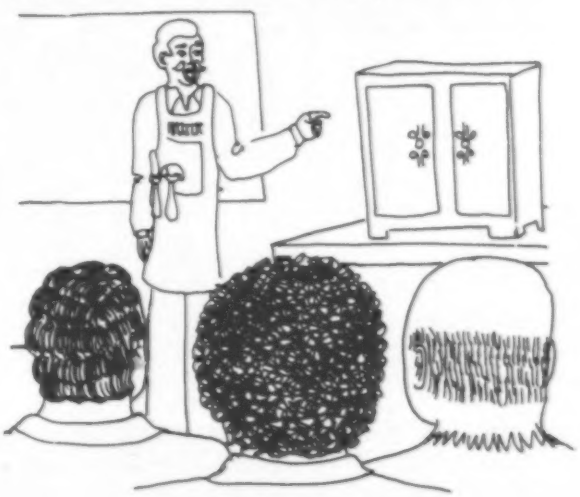


Most vocational theories deal with career **clusters.** A career cluster is a variety of occupations in a given field that involve common skills and knowledge. For example, a clustering system devised by John Holland involves six clusters: (1) realistic, () intellectual, (3) social, (4) conventional, (5) enterprising, and (6) artistic. Each cluster includes a description of the personality traits of a person who fits that cluster, and a listing of the occupations in the cluster. By helping students determine which cluster or clusters best fit them, students can then explore the occupations related to those clusters.

Before attempting to present information using such career theories, however, it is important that you be familiar with the theory and its application. Any text on vocational guidance or career development can provide you with the necessary background information on the various career theories.

Another way to help students recognize their own career interests and needs is to use interest inventories (e.g., Kuder Preference Test, Ohio Vocational Interest Survey (OVIS), or Strong Vocational Interest Blank) with them. If students have not taken these previously, you should arrange for them to take one or more. The guidance staff can then be asked to assist you in explaining and interpreting the test results to the students.

Once students have established what their interests are, you can begin to present actual career and educational information to them. One way to present this information is to incorporate it into the regular course content. For example, when students are beginning to draw plans for the construction of a desk in a Woods II course, the teacher could ask a cabinetmaker to speak to the class on cabinetmaking as a career, and the preparation needed to enter that occupation.



As the project continues and nears completion, the teacher could bring in a finish carpenter or furniture finisher to speak to the class on his or her occupation. Throughout the entire project, the teacher can weave career information into activities by providing related pamphlets, guest speakers, and other materials to the students. In addition, the teacher can make use of relevant audiovisual materials, for example, films showing persons at work in their given occupations.

Another way to present career information is to set aside one day each week to discuss careers. For example, each Friday could be considered Career Day, a time when the teacher presents a particular career cluster. These career days could be used to cover career information related to particular occupations (e.g., opportunities for advanced training, occupational opportunities, and educational requirements). A variety of materials and speakers could be used in presenting this information.

A third way to introduce career information in the classroom is to plan and use occupational units. You can set aside a block of time both to aid students in defining their career goals, and to present career information to them. Time could also be provided to allow students to pursue their interests on an individual basis.

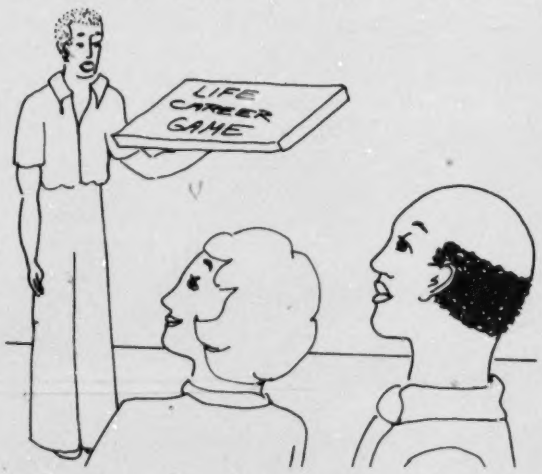
While presenting career information within a single block is a valid approach, it does have limitations. Career development should be a continuous part of a person's education. Although isolated units are useful in providing information, they do not provide the developmental, sequential information possible in an ongoing program of career exploration.

Besides presenting lessons, there are some other activities that vocational teachers can use to present educational and career information. In the classroom, you can maintain a file of occupational information related to your vocational field. This information can be used both in classroom presentations and by students for individual career exploration.

You could consult with the school's guidance staff for help in setting up the file. If possible, the same system should be used as is used in the school's career information file so that information within the school is easy for students to locate. Many of these materials will be those which you gather during your preplanning; however, the file should be updated and expanded regularly. Students can also collect items for this file.

Bulletin boards or other displays can be used to highlight occupational trends, career clusters, educational opportunities, or particular occupations. Such displays can stimulate additional student interest. Involving students in designing and/or preparing these displays can also stimulate their interest and provide them with additional information.

Simulations, role-plays, and games can be used to present career information. By having students participate in role-play situations which involve them in various work roles and situations, they can get a more realistic view of their occupational interests and preferences. Using Boocock's *Life Career Game* (see p. 9) can provide students with ideas about the roles of the future, information about occupational and educational alternatives and opportunities, and decision-making skills.



Student vocational organizations such as Future Farmers of America (FFA), Future Homemakers of America (FHA), Home Economics Related Occupations (HERO), Distributive Education Clubs of America (DECA), Vocational Industrial Clubs of America (VICA), Office Education Association (OEA), and Future Business Leaders of America (FBLA), and clubs such as Junior Achievement give students opportunities to learn

about, and participate in, activities related to specific occupations. For example, Junior Achievement gives students experience in setting up and running actual businesses. You can make students aware of these organizations and, perhaps, act as sponsor or advisor for a particular organization.

Field trips to businesses, educational institutions, industrial plants, etc., are other activities that can aid in providing students with career information. Field trips are an excellent way to provide students with firsthand information on particular occupations by observing, and perhaps interviewing, workers in the field.

Such trips need to be well organized. Students need to know in advance the purpose of the field trip. You also need to explain before the trip (1) background information on the occupation or institution, and (2) what particular things to look for when observing the workers. You can supplement these explanations with any reference materials that may aid students in understanding the trip. If possible, students should be provided with a checklist of things to look for during the field trip. Finally, during follow-up activities, you can help students to relate what they have learned to their own needs and interests.

Often, school guidance staff, administrators, or other teachers arrange college nights, open houses, or career days. You can help by cooperating in the planning and organization of such programs. You could aid the guidance staff by making initial contacts with prospective speakers or by preparing information sheets describing these speakers.

You can also help by preparing students for these programs by giving them some orientation to what the speakers will present and the kinds of work they do. You could also help welcome speakers on the day of the event. Whatever the activity, you can contribute by being willing to help in any of the related program activities.

You can also provide students with educational and career information by conferring with them on an individual basis and by preparing them for, and assisting them in, gathering information on their own. Individual conferences can be helpful in meeting special needs or answering questions unique to an individual student. Students should know that you are available at certain times to discuss their concerns on an individual basis, and they need to know what those times are.

Students should be aware that the school's guidance staff is well qualified and willing to help them with these personal concerns. They need to know when guidance staff is available and what procedures are to be used in setting up appointments with a counselor. In order to encourage students to consult the guidance staff, it may be helpful to have counselors visit your classes as guest speakers. Students will usually feel more comfortable consulting someone they have met and had interaction with.

You can help students gather information on their own by providing them with the following skills and knowledge.

- ability to use the school and classroom files of occupational and educational information
- knowledge of the resources available within the school and community for locating information
- knowledge of additional resources available outside the community
- ability to locate information in reference texts such as the DOT
- ability to evaluate material, checking for stereotyping, biased information, recruiting techniques, incomplete or inaccurate information, and outdated information, etc.

One method for assisting students in locating information (which may also serve to encourage them to do so) is to provide them with blank data-gathering forms which can be kept in a notebook for future reference or use by other students. A sample form is shown in Sample 1.

There are many ways to provide students with educational and career information. The particular method or approach you use will depend on your teaching style, the needs of your students, and the resources available to you. Initially, you need to help students identify their own career goals. Once these have been established, you can work with students to ensure that they acquire the career and educational information they need and are able to relate that information to their own career goals. In this way, students will be better prepared to make realistic, interesting, and appropriate career choices.

SAMPLE 1

FORM FOR STUDENT USE IN GATHERING INFORMATION

Name of Occupation:

Description of the Kinds of Tasks Involved in the Occupation:

Qualifications:

Training or Vocational Preparation Needed:

Education Preparation Needed:

Experience Required:

Examinations Which Must Be Taken:

Union Membership Required:

Worker Traits Desired (abilities, attitudes, interests, physical condition, temperament, etc.):

Apprenticeship Required:

Other Occupations Requiring Similar Qualifications and Skills:

Additional Information: [*If students have used a career theory in class to determine the occupational cluster for which they are suited, or have taken an interest inventory to determine their occupational interests, then this section can be used to record how well the occupation matches these interests.*]

For in-depth information of the sources you can use in locating occupational information, including directions for contacting these sources, you may wish to refer to Hoppock, *Occupational Information: Where to Get It and How to Use It in Counseling and in Teaching*, Fourth Edition. The sources in this text can also be useful to your students in locating information.

In order to become familiar with the variety and amount of printed and audiovisual materials available to you for presenting career information to your students, you may wish to check the local libraries for materials or catalogues. You could also send away to the major publishers of educational materials for copies of their latest catalogues of such materials.

The following items check your comprehension of the material in the information sheet, Providing Students with Educational and Career Information, pp. 6–14. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Discuss the need for presenting educational and career information to students in your vocational area.

2. How should you choose what areas of career and educational information you will present to your students?

3. What kinds of information do you need on each occupational area you present?

4. There is a great variety of information available on educational and occupational information. What criteria would you use for selecting the most **appropriate** materials to meet your students' needs, interests, and abilities?

5. Identify and discuss some activities you can use to present educational and career information.

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

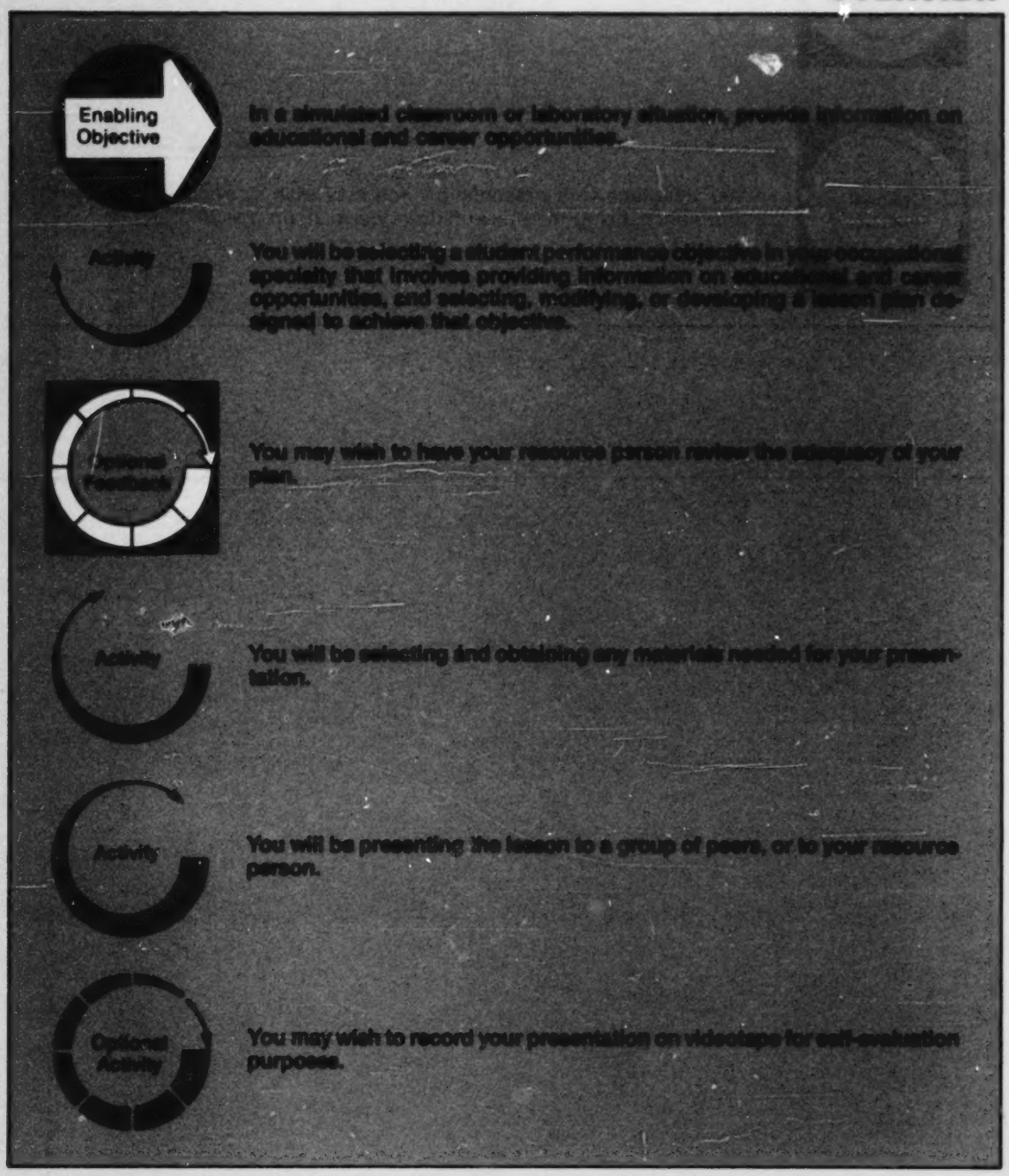
1. The world of work can satisfy the social, economic, and psychological needs of students by providing them with a sense of personal dignity, a means of social interaction, and a way to express themselves. Students, however, need to find the kinds of work that are rewarding to them. As a vocational teacher, you are in a unique position to assist students in identifying rewarding work. You know and work closely with your students and can present educational and career information to fit the needs and interests of students in your own occupational specialty.
2. The most important step in selecting what information to present to students is to assess what kind of educational and occupational information they already have, and what their career goals are. Then, you can determine what additional information is needed. Since students are already grouped in a particular vocational area according to interest, you can also present the career options available in that given area.
3. When presenting occupational information, it is important that you name the occupation and give a description of the kinds of tasks the student would be doing in that field. Students would also need to know what qualifications are needed for the job, the training needed, the method for entry, and any other requirements (e.g., union membership) for the job. This kind of information will help the students determine if their career expectations are realistic. Also, you should present other clusters of careers with similar work traits to give students more of a choice in finding careers to fit their needs.
4. Educational and occupational information is constantly changing. Therefore, you need to make a careful examination of all materials you use. All information should be up to date, accurate, and unbiased (e.g., free from stereotyping or the use of recruiting techniques).
5. There are many different approaches you can use to stimulate student interest. Bulletin boards can be used to attract attention to, and present information on, various careers. Bulletin boards are also an excellent way to introduce an occupational unit to students. An occupational unit can be presented in many ways depending on the needs and interests of the students. Simulations, field trips, career days, and college nights can be used as part of an occupational unit or as an additional means of getting students involved in obtaining educational and occupational information.

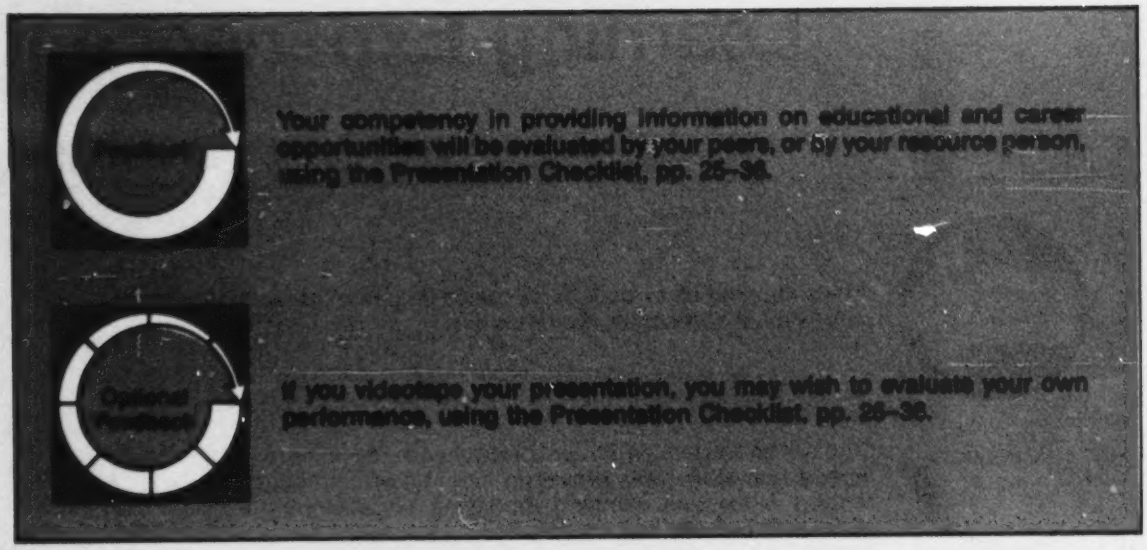
LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Providing Students with Educational and Career Information, pp. 6–14, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW


Enabling Objective
In a simulated classroom or laboratory situation, provide information on educational and career opportunities.
Activity
You will be selecting a student performance objective in your occupational specialty that involves providing information on educational and career opportunities, and selecting, modifying, or developing a lesson plan designed to achieve that objective.
Optional Feedback
You may wish to have your resource person review the adequacy of your plan.
Activity
You will be selecting and obtaining any materials needed for your presentation.
Activity
You will be presenting the lesson to a group of peers, or to your resource person.
Optional Activity
You may wish to record your presentation on videotape for self-evaluation purposes.


Your competency in providing information on educational and career opportunities will be evaluated by your peers, or by your resource person, using the Presentation Checklist, pp. 25–36.
Optional Assessment
If you videotape your presentation, you may wish to evaluate your own performance, using the Presentation Checklist, pp. 25–36.

Select a student performance objective in your occupational specialty which involves providing information on educational and career opportunities. Prepare a detailed lesson plan for achieving this objective. Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan so that it includes the presentation of information on educational and career opportunities.

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

Based on your lesson plan, select and obtain any materials needed for your presentation. When selecting materials, make certain that they are up to date, accurate, and unbiased.

In a simulated classroom or laboratory situation, present your lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Multiple copies of the Presentation Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your presentation. However, indicate that during the lesson, all attention is to be directed toward you, and that the checklists are to be completed **after** the lesson is finished.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Presentation Checklist.

NOTES

PRESENTATION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
The teacher's presentation included the following information:				
1. the name(s) of the occupation(s) or career cluster(s) being discussed	☐	☐	☐	☐
2. job descriptions	☐	☐	☐	☐
3. qualifications needed for each job	☐	☐	☐	☐
4. training needed for each job	☐	☐	☐	☐
5. abilities, aptitudes, physical demands, interests, and vocational preparation needed for each job	☐	☐	☐	☐
6. educational background needed to reach entry level	☐	☐	☐	☐
7. opportunities available in the occupation through additional education	☐	☐	☐	☐
8. approximate salary range of person(s) employed in the occupation(s)	☐	☐	☐	☐
9. professional outlook or opportunities for placement and advancement	☐	☐	☐	☐
10. requirements needed such as experience, passing of state exams, union membership, etc.	☐	☐	☐	☐
11. other career clusters requiring similar worker traits	☐	☐	☐	☐
The teacher:				
12. made use of reference materials to present the lesson	☐	☐	☐	☐
13. aided and encouraged students in making use of reference materials	☐	☐	☐	☐
The material presented was:				
14. up to date	☐	☐	☐	☐
15. accurate	☐	☐	☐	☐
16. unbiased (free of male/female stereotyping, no distortion of information to recruit people to the field, etc.)	☐	☐	☐	☐

The teacher made use of at least one of the following techniques to present information and stimulate student interest:	N/A	No	Partial	Full
17. an occupational unit	☐	☐	☐	☐
18. bulletin board displays	☐	☐	☐	☐
19. simulation activities	☐	☐	☐	☐
20. resource persons	☐	☐	☐	☐
21. student presentations	☐	☐	☐	☐
22. individual projects	☐	☐	☐	☐
23. a file of materials containing occupational and educational information	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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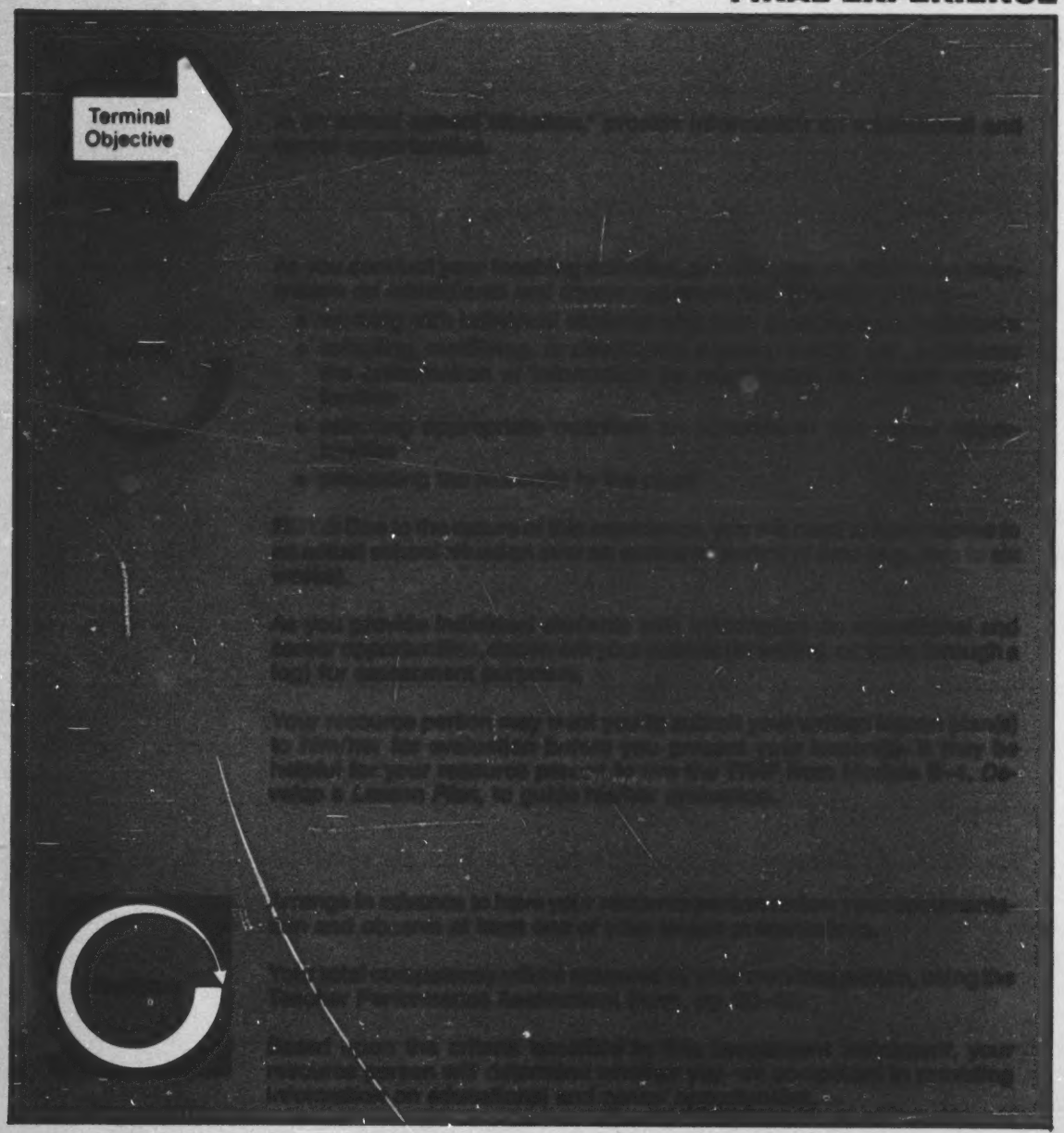
The teacher made use of at least one of the following techniques to present information and stimulate student interest:	N/A	No	Partial	Full
17. an occupational unit	☐	☐	☐	
18. bulletin board displays	☐	☐	☐	
19. simulation activities	☐	☐	☐	
20. resource persons	☐	☐	☐	
21. student presentations	☐	☐	☐	
22. individual projects	☐	☐	☐	
23. a file of materials containing occupational and educational information	☐	☐	☐	

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Provide Information on Educational and Career Opportunities (F–4)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
The teacher's presentation included the following information:						
1. the name(s) of the occupation(s) or career cluster(s) being discussed	☐	☐	☐	☐	☐	☐
2. job descriptions	☐	☐	☐	☐	☐	☐
3. qualifications needed for each job	☐	☐	☐	☐	☐	☐
4. training needed for each job	☐	☐	☐	☐	☐	☐
5. abilities, aptitudes, physical demands, interests, and vocational preparation needed for each job	☐	☐	☐	☐	☐	☐
6. educational background needed to reach entry level	☐	☐	☐	☐	☐	☐
7. opportunities available in the occupation through additional education	☐	☐	☐	☐	☐	☐
8. approximate salary range of person(s) employed in the occupation(s)	☐	☐	☐	☐	☐	☐
9. professional outlook or opportunities for placement and advancement	☐	☐	☐	☐	☐	☐
10. requirements needed such as experience, passing of state exams, union membership, etc.	☐	☐	☐	☐	☐	☐
11. other career clusters requiring similar worker traits	☐	☐	☐	☐	☐	☐
The teacher:						
12. made use of reference materials to present the lesson	☐	☐	☐	☐	☐	☐
13. aided and encouraged students in making use of reference materials	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
The material presented was:						
14. up to date	☐	☐	☐	☐		
15. accurate	☐	☐	☐	☐		
16. unbiased	☐	☐	☐	☐		
17. appropriate to students' needs, interests, and abilities	☐	☐	☐	☐		
The teacher made use of at least one of the following techniques to present information and stimulate student interest:						
18. an occupational unit	☐	☐	☐	☐		
19. bulletin board displays	☐	☐	☐	☐		
20. simulation activities	☐	☐	☐	☐		
21. resource persons	☐	☐	☐	☐		
22. student presentations	☐	☐	☐	☐		
23. individual projects	☐	☐	☐	☐		
24. a file of materials containing occupational and educational information	☐	☐	☐	☐		
In working with individual students, the teacher:						
25. was responsive to individual needs	☐	☐	☐	☐		
26. provided appropriate educational and career information	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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